

John Vasconcellos

Presentation to the Joint Committee on the Master Plan
March 22, 2010

A Fitting Formula For California's Future

I am pleased to be back here today in the capitol with you - the 2010 joint legislative committee for review & updating of the California master plan for higher education.

As for your effort: it's likely going to prove to become the model for - and the key to - the entire future well-being of the people and state of California!

As for my effort, it grows out of my personal history, my having shepherded the master plan during my 38-years here representing the heart of Silicon Valley (1967-2004) - and having chaired both the 1st and 2nd such joint legislative committees.

We are partners on the path leading California onto a wise and prosperous future!

As for you - since the future prosperity - both economic and social - of the people and state of California will essentially depend upon the education of our people -
- the choices you make are necessarily going to prove to be weighty and profound.

As for me - I came before you at your foundational meeting December 7 - at which time I spoke with you primarily regarding the history of California's legendary 'master plan';
- I come before you today - to speak with you regarding California's future.

I have come up with a formula that I believe holds the key to California's future -

$$X(q) = k c c !$$

I want to identify for you the known factors constituting that formula - and then present you a way to identify what that capital 'x' stands for - + how you can best lead Californians into a brighter future.

Let us begin within the result - the total - that we all would want and aspire to, defined in 3 words:

Keeping California competitive!
i.e. - $k c c !$

Next, the 'q' stands for 'quantity' - which served to provide California its distinction - that made the profound difference that carried the state and people of California out front ahead of the entire world.

That happened in 1960 - exactly one-half century ago this year -
- when the state of California - under the leadership of governor Edmund 'Pat' brown
and a visionary legislator named Dorothy Donohue - adopted -
- California's legendary Master Plan for Higher Education

That plan's first stroke of genius - that provided California its distinction that under-
girded California's world-leading economy these past 50 years -
- was to guarantee accessibility to every qualified Californian!

California went on to blossom and to become a model for the entire world because we were
consistently educating more of our people than did any other state or nation.

At that time the numbers were sufficient compared to the rest of the world to put us out in
front.

But - like it or not, for better or for worse - times change!

It doesn't take a rocket scientist to recognize how profoundly times have changed with
regard to higher education - both with regard to the ever growing needs for more advanced
education for people and economies of the future and the fact that far more students are
now becoming educated by two primary nations with enormous populations.

Hence, today, both India and China are now graduating each year more than 3 times the
total number of Americans getting doctorates in science and technology.

Our capacity for staying competitive can no longer do it all by quantity alone

(Though we dare not abstract ourselves from the necessity of meeting quantity).

so where else might we look to discover that distinction - that constitutes that X in our
formula below - which when combined with 'q' (for quantity) - has the most promise for
providing California the new distinction that will once again make the difference, keeping
California competitive! - As we go forward in this 21st century.

it just so happens that there has been developing (as is so often the case, much lead by us
here in California) a whole new field of understanding and research and even aspiration
regarding education and how we human beings learn, even how learn best.

That serves to introduce us both to ourselves - and to my proposal for a whole new
dimension of higher education that will provide the people and state of California another
timely compelling distinction that is our most promising pathway forward toward 'keeping
California competitive!'

So let us now go replace the 'X' - with our 'Q' (for 'quality') to define our formula -
California must combine Quality with quantity to keep California competitive.

$$Q(q) = k c c !$$

A: RATIONALE FOR INCORPORATING "QUALITY" into CALIFORNIA'S MASTER PLAN

As a follow on to the earlier document "a fitting formula for California's future."

Here I add only this:

Recent objective, non-partisan, non-profit, credible research reports indicate that California has fallen in ranking with regard to its assurance of accessibility and its assurance of affordability for every California student qualified for higher education, in comparison to other states, and other nations, in our developing global economy.

The state of California owes it to itself and to our people and to our future - as well as to each and all of our students - to assess each of these reports and our entire current situation in the world scene, and act accordingly toward remediation of whatever shortcomings we find to exist.

Recent developments around our world, with regard to globalization, communications and understandings of our human capacities and our diverse learning styles, lead to our recognition that it is long past due that California embark upon an exploration to assure that California's higher education students (and California's global economic competitive capacity) are provided the finest quality higher education that truly prepares them for productive constructive and satisfying living and working in this 21st century.

Hence it is already past the time for the state and people California - and especially here and now - you of this joint legislative committee with your charge and mission - to engage in a thoughtful and thorough comprehensive examination of what human capacities are going to be needed to be recognized and then developed by California's higher education students that will enable and in fact, empower, each of them to develop each and all of his or her human capacities essential for preparing them for such a role in our forthcoming society.

Toward this end, we owe it to ourselves to wonder about the character and availability of what is now emerging in the field of higher education as "integrative education" or "whole person learning."

Let us adopt as our guiding principle in all our efforts that the greatest challenge for the people and state of California is "to realize the promise of our multicultural democracy, with gender equity, in the global economy, in this age of technology."

B: DEFINITIONS - "QUALITY" and "INTEGRATIVE EDUCATION"

Now that we have made the case for our commitment to the incorporation of "quality" into our California Master Plan for Higher Education, we owe it to ourselves, as well as to each other, to define "quality" and "integrative education."

At one level, of course, "quality" is such a commonly used term it almost needs no definition. Yet especially when we are dealing with the state of academe, it seems smart and prudent (even likely essential) for us to clarify its definition.

It means, of course - "improved," "finer," "more effective," "more reliable," "to be trusted."

However, in this context, the burning issue regarding "quality" finds less argument over the matter of its definition, than is the case when we are wondering and inquiring about how, in fact, we can improve and upgrade higher education.

Answers to such could readily include better prepared professors, or a more enlightened curriculum, or different processes that are more conducive to inspiring learning. And yet in this venue, at this time, the issue of "quality" has a much more exalted and central and compelling "how to" which you of the JCMP owe it to yourselves to pay plentiful attention to.

I want to direct the focused attention to "quality" herein in a particularly crucial way - to refer only and particularly to identifying those capacities which fit into the current times education and repertoire of "an educated person" - one who has fully developed and prepared and equipped each student to live and work constructively and productively and with satisfaction in the worlds of today, and even more of tomorrow.

For the world around us has changed so enormously, and profoundly. And so have the job and personal skill requirements that the jobs of today and tomorrow present - that it is rapidly becoming essential that we all recognize and face this phenomenon, and that we insist that our systems of higher education fully attend to - so we do not continue to fall short in our preparation of our students for the lives who are going to be leading in tomorrow's ever-more-rapidly changing world.

That defines the "quality" to which I draw your attention, and I hope your action.

Further, I want to define herein what is now being named, "integrative education." analogous to the term "integrative medicine" that is now growing more recognized and appreciated, "integrative education" is defined as incorporating into the education of a person attention to the development of the entirety of each person's being and capacities, to the fullest of her/his human potential. That includes a belief and faith in each person's arrival here on earth with the innate instinct and capacity for learning.

So let us now study our surroundings in our new world, and seek to discern which of our human capacities are more recently and newly needing to be attended to and mastered - if we are to keep California a safe, sane and competitive state.

C - 4 BASIC CATEGORIES OF CAPACITIES NEEDED IN OUR NEW WORLD

(Courtesy of higher education administrator & visionary Maureen O'Hara)

We are going to need to have every one of our students gain the following 21st Century competencies and capacities to remain fully competitive in our emerging global society and economy.

We are now in living in a totally different world with the pace of change growing ever more pervasive and rapid. An effective system of responsible higher education has to raise people with these capacities to engage themselves productively function and effectively work and live in this 21st Century.

Absent some socializing institutions, we will see the consequences of increasing polarization and demonizing of others because they are different. The coming complexities and realities are going to require a whole new dimension of learning. Dealing with our coming 21st Century reality with our current consciousness could be utterly disintegrating and awful.

Our culture has been changing way faster than our institutions of higher education, so how are we going to put this new kind of 'quality' education on the agenda to catch up? The period of we human being discovering the essentiality of our wholeness – and learning how to know, live, relate and cope with a world of profound and pervasive change and diversity is upon us.

We are educating for a world this is going to continue to generate surprise very different from the static world of a generation or two ago. The creation of tomorrow requires that we develop additional capacities for living with wisdom in a rapidly changing and profoundly challenging world. Altogether, we must learn to develop the entirety of ourselves as whole persons who can and will spontaneously live with wisdom, responsibility and resilience.

Subjectivity is a fairly recent development in the history of our human society and with it came wisdom. The of a wise person rather than just an intelligent of smart one is the ability to take initiative to reflect on and modify things as we go along.

These capacities must be recognized and cultivated and attended to in the educational system. Wisdom can no longer be something that just older people have, it is needed now by every one of us human beings and it includes these four emerging categories of capacities.

- 1) **Relationship:** To learn and appreciate that we are always in relationship with the world around us and everybody around us. We are all in this together and we have to get to be good at it, seeing one's self in a relationship and developing core competencies to strengthen that relationship with others.

Instead of simple rugged individual achievement, we are moving into a period that requires partnership, teamwork, communication and collaboration. We are inextricably responsible to and for, and interdependent with others we relate to, including our environment and the planet.

- 2) **Cultural Awareness:** To understand that we in and are shaped by and shape other cultures. Who I am is to some degree a consequence of where I am, a real presence and force in my life. The human condition is a cultural phenomenon. Each of us must become open to and aware of diverse cultures and how different, but interconnected they are.

Today because of the global communications revolution, our culture is shifting all the time. Diversity globally and locally is creating multiple hybrid cultures with families of varying ethnic groups. A global is of course okay, but nowhere near sufficient. We need far more in this interrelated global economy and multicultural world we are moving into.

- 3) **Contrary to the focus of higher education now, which solely focuses on what we do know, each of us has to become a learner for life.**

Growing comfortable and willing to live with some honesty regarding the depth of our own ignorance – to recognize that no matter how much I think I know, there is always a vast area of unknown. Instead of becoming the master of a single discipline, we must become generalists of the whole.

- 4) **Psychological literacy – the capacity to reflect on one's action while in the midst of it all. Each of us must prepare ourselves with a 'black belt' in people skills; empathy, listening, tolerance, outgrowing narcissism.**

Finally, we must recognize that each and all of four of these basic categories of competency relate to and builds upon each other, toward developing a whole person who can live freely and responsibly, becoming much more the author and artist of her/his own life. All the while, comfortable with and respectful of other persons who are different – and yet fully able to live with integrity and resiliency as s/he moves into this ever more rapidly changing new world.

D - 17 CAPACITIES OF DEVELOPMENT FOR QUALITY HIGHER EDUCATION

Such an education would recognize the developments regarding, and the need for educational experiences that provide capacity-building with respect to each and all of the following components & dimensions of healthy human development.

- 1) Developing our innate human instinct for learning - and -
- becoming a self-initiating self-sustaining learner for life;

'The only person who is truly educated is the person who has learned how to learn.' Carl Rogers

- 2) Familiarity and comfort with technology, including cyberspace & new forms of communication
- 3) Familiarity and comfort with new world developments regarding diversity, the global economy & the arts;
- 4) Healthy individuality & healthy communities;
- 5) Healthy self esteem and personal & social responsibility;
- 6) Both our objectivity and our subjectivity dimensions & capacities;
- 7) Intellectual rigor, analytical & synthesizing capacity & critical thinking;
- 8) Emotional intelligence & psychological intelligence & social intelligence;
- 9) Moral & character development;
- 10) The human Spirit & Spiritual awareness
- 11) The human body & embodiment & sexual responsibility;
- 12) Intuition, creativity, innovation & entrepreneurship, even genius;
- 13) Partnership, teamwork & collaboration in problem-solving;
- 14) The capacities to live and work constructively, productively & with satisfaction.
- 15) Resilience & Sustainability;
- 16) Dialogue & conflict resolution;
- 17) Community service learning and civic engagement education.

Only if and insofar as the state of California improves its system of higher education to assure that such a quality education is available and affordable to every qualified California student, and accountable for doing so to the people and state of California - will California grow able to rise to meet our most profound challenge: Realizing the promise of our multicultural democracy, with gender equity, in this global economy, in this age of technology.

E - 10-POINT STRATEGIC ACTION PLAN FOR ADVANCING QUALITY INTEGRATIVE EDUCATION

Recognizing our need to assure higher education provides enriching integrative education and whole person learning, our next challenge is to develop a strategic action plan that will enable us to assure that integrative education soon becomes recognized as both legitimate and essential, and becomes incorporated into the mainstream of higher education.

Toward that end, I propose this 10-point strategic action plan. I acknowledge that it is an early iteration, hence I invite and encourage each and all of you to enlist and partner with me and other kindred spirits so that we can each and altogether further develop, adopt and then implement it as a truly contemporary, visionary, and pragmatic strategic action plan.

Since this is our initial effort to compose this strategic action plan, I welcome your personal critique of it - including additional suggestions as well as proposals for reordering this listing so that it unfolds in the most grounded compelling manner.

#1 - To pull together the leading diverse experts in this field of 'integrative education' (or 'whole person learning') for the purpose of identifying and developing a common appreciation of this field and a common definition of 'integrative education.'

#2 - To create a central registry for collection and collation of all the most current research (that fully meets the rigors of credible and compelling academic research) that indicates and/or demonstrates the value and the efficacy of 'integrative education' and to operate it in an inter-active manner so that various persons at the cutting edges of 'integrative education' can identify and exchange and collaborate with each other toward the further research elaboration and demonstration of this field.

#3 - To publish a brief compelling handbook compendium of such research.

#4 - To identify each and all of obstacles that currently exists that stands in the way of a more ready and widespread acceptance and legitimization of 'integrative education.'

#5 - To convene a major national (or international) annual experiential conference featuring the leading researchers in this field: Both for presenting and exchanging the latest reputable research in this field, and for designing a compelling research agenda to be pursued for meeting the most cogent needs for additional appreciation of what and how integrative education is and is to be understood and imparted to our students.

#6 - To develop a funding source for this center such that it could operate a program of competitive grants for persons seeking the resources to conduct further cutting edge research in this field of 'integrative education.'

#7 - To publish a quarterly journal of peer-reviewed credible cutting edge research in this field of integrative education.

#8 - To make presentations regarding this latest cutting edge research and developments in this field of 'integrative education' at the annual national conferences of the leading higher education associations - the research universities, the state universities, the community colleges - and the presidents, the trustees, the faculty and the students of our universities and colleges. As well as to the business and community and K-12 educational leaders of our state (and nation).

#9 - To prepare special reports regarding the value of 'integrative education' to various basic sectors of our American society and institutions and culture:

- **for economic development and the business community - as we enter into this emerging world of global competitiveness and economy**
- **for social advancement - as we enter into the realities of a truly multicultural society**
- **for human advancement - as we enter into the age of the person, with all dimensions of human reality and capacity**

#10 - To design a system of enlightened authentic accountability whereby we can come to discern whether and how best we are able to perform constructively and effectively in the provision of integrative education.

I encourage your Joint Committee to engage all Californians in this effort to Update California's Master Plan for Higher Education for the 2010 - 50th Anniversary Celebration: *Empowering Californian's to Lead the Way Toward Essential Integrated Higher Education Essential for their Productive Living and Working in this 21st Century.*

F - OUR ACTION CALL

The latest studies and the facts they reveal, demonstrate that we are already falling behind in our commitment to California's Master Plan for Higher Education and in our long-standing history of being at least fully competitive in our world economy.

The time to right the ship is now. We have no more time to waste. The responsibility is ours and we dare not faithfully live up to the responsibility for keeping California competitive.

Let each of you individually and all of us together renew and deepen our commitment and translate your roles and responsibility into action for a finer future for the people and state of California.

Submitted for your consideration...

JOHN VASCONCELLOS

California State Senator (retired)

38 Years Representing the Heart of Silicon Valley

Chair of 2 Joint Legislative Committees to update California's Master Plan for Higher Education